

# Utah's 21<sup>st</sup> Century Community Learning Centers Program

## Application for Grants 2009-2010

Utah State Office of Education  
Website: [www.schools.utah.gov](http://www.schools.utah.gov).

### **Important Dates:**

**Mandatory Letter of Intent Deadline:** February 15, 2009

**Required Attendance at Bidders' Conference:** March 11, 2009 SLC

**Application Deadline:** May 15, 2009

**Announcement of Awards:** July, 2009

**Project Start Date:** August, 2009

Deliver to:

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**FEDERAL 21<sup>ST</sup> CENTURY COMMUNITY LEARNING CENTERS  
APPLICATION FOR FUNDING  
2009-2010**

**Due: May 15, 2009**

**1. Name and Address of Applicant Organization:**

Name of Program or District Requesting Funding: \_\_\_\_\_

Street Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip Code: \_\_\_\_\_

**2. Date of Application:** \_\_\_\_\_

**3. Project Starting Date:** \_\_\_\_\_

**4. Project Completion Date:** \_\_\_\_\_

**5. Project Director:**

Name of Person Responsible for Directing This Project: \_\_\_\_\_

Title: \_\_\_\_\_

Signature: \_\_\_\_\_

Telephone: \_\_\_\_\_ Fax: \_\_\_\_\_ E-mail: \_\_\_\_\_

**6. Immediate Supervisor:**

Name of Person to Whom the Project Director Reports: \_\_\_\_\_

**7. Descriptive Name of Program:** \_\_\_\_\_

**8. Federal Funding Requested:** \_\_\_\_\_

**9. Federal Catalog Number (CFDA):**     **84.287c**

**10. Please indicate if this funding is being requested for:**

A new 21<sup>st</sup> Century project \_\_\_\_\_

Continuation of an existing 21<sup>st</sup> Century project \_\_\_\_\_

Expansion or redesign of an existing 21<sup>st</sup> Century project \_\_\_\_\_

## **Part I: PROGRAM ASSURANCES**

Instructions: This section is to be completed by the chief administrative officer of the applicant organization. This would normally be the Superintendent, President, or Executive Director. Applications lacking the name and signature of the appropriate official will be considered incomplete and removed from the competition.

### **ASSURANCES**

THE APPLICANT HEREBY ASSURES AND CERTIFIES TO THE STATE  
SUPERINTENDENT OF PUBLIC INSTRUCTION THAT:

1. Any funds received under this grant will not be used to supplant non-Federal funds normally provided for services of the same type, and the applicant will make provision for such fiscal control and fund accounting procedures as may be necessary to assure proper disbursement and accounting for Federal funds.
2. The program will be operated in compliance with all Federal rules and regulations and state guidelines, and the applicant will maintain effective control over and accountability for all grant funds, property, and other assets. Grantees shall adequately safeguard all property and shall assure it is used solely for authorized purposes.
3. The filing of this application has been authorized by the governing body of the applicant, which acts as the authorized representative of the applicant in connection with the application.
4. The program will comply with Title VI of the Civil Rights Act of 1964 prohibiting discrimination in program benefits, participation, employment, or treatment on the basis of age, race, color, national origin, or disability, and will also comply with the provisions of Title IX of the Education Amendments of 1972 prohibiting discrimination on the basis of sex.
5. The grantee will give the grantor agency or the U.S. Comptroller General, through any authorized representative, access to and the right to examine all records, papers, or documents related to the grant, including the submission of reports as may be required.
6. The grantee will comply with the requirements of the family Education Rights and Privacy Act of 1974.
7. The grantee will make available and expend all of the project's total allotment of Federal 21<sup>st</sup> Century Community Learning Center funds for out-of-school programs for students and their families and other eligible activities.
8. The applicant assures the grant funds will be used only for financial obligations incurred during the grant period.
9. The grantee will provide that instructional activities will be given for persons of limited English-speaking proficiency and provide bilingual education activities where instruction is given in

English and, to the extent necessary to allow such persons to progress effectively through the program, in the native language of such persons.

10. The grantee will provide for cooperative arrangements between the organization/agency and other organizations/agencies as may be available from such agencies, and as may reasonably be necessary to enable participants to benefit from the instruction provided pursuant to this program.
11. The grantee will assure that no expenditure of program funds will be made for any education program, activity, or service related to sectarian instruction or religious worship.
12. The grantee will make such reports, including reports of evaluations, in such form and containing such information as the State Superintendent of Public Instruction may reasonably require to carry out his legislative functions and to determine the extent to which funds have been effective in carrying out legislative purposes and project objectives.
13. The grantee assures that it will not conduct a program of instruction unless it determines that the program will (a) utilize qualified administrative personnel and instructional staff, adequate facilities, equipment, materials, and guidance and counseling services; (b) provide effective recruitment and retention of participants; and (c) provide for economical operation in providing an adequate learning environment.
14. The grantee assures that no qualified handicapped person shall, on the basis of handicap, be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any program or activity which received or benefits from Federal 21<sup>st</sup> Century Community Learning Center financial assistance.
15. The grantee assures that the Utah State Board of Education's requirements for demonstrated competencies of speaking, listening, reading, writing, computation (arithmetic), skills in democratic governance, skills as a consumer, problem solving skills, and career/occupational skills development will be top priorities of the program.
16. The grantee assures that community representatives and parents will be involved in the planning and development of the program and will continue to be involved in the implementation of this program.
17. The grantee assures that this application for Federal 21<sup>st</sup> Century Community Learning Centers Financial Assistance has been submitted to partnering agencies, local coordinating councils, and other collaborative partners for written comments and/or recommendations.
18. The applicant agrees that the program activities will take place in a safe and easily accessible facility that meets the ADA requirements and that there will be a plan in place to provide for the safe travel of students attending the program.
19. The grantee assures that the proposed program was developed and will be carried out in active collaboration with the schools the students attend.

20. The grantee assures that the program will primarily target students who attend schools eligible for school-wide programs under section 1114 and families of such students (schools with 40% or higher poverty).
21. The grantee assures that funds under this part will be used to increase the level of State, local, and other non-Federal funds that would, in the absence of funds under this part, be made available for programs and activities authorized under this part, and not supplant Federal, State, local, or non-Federal funds.
22. The grantee assures that the community to be served has been given notice of intent to submit an application, and that the application and any waiver request is available for public review after submission of the application.
23. The grantee assures that the 21<sup>st</sup> Century Community Learning Center Programs will meet the Utah State Board of Education Principles of Equity.
24. The grantee assures that the 21<sup>st</sup> Century Community Learning Center Programs will meet all Utah health and safety regulations. In addition, the program insures that all “snacks” provided will meet health and nutrition standards.
25. The grantee and all partners shall hold harmless, defend, and indemnify the Utah State Office of Education, the Utah State Board of Education, the State of Utah, and its officers, employees, and agents from and against claims, damages, losses, and expenses including, but not limited to, attorney’s fees because of bodily injury, sickness, disease or death, or injury to or destruction of tangible property or other injury or damage arising from the performance of this grant, except such as may result from the sole negligence of the Utah State Office of Education, the Utah State Board of Education, the State of Utah, or its officers, employees, or agents.

The applicant certifies that, to the best of his/her knowledge and belief, the data in this application are true and accurate, and that he/she will comply with the assurances noted above if this application is approved.

**Assurance by chief Administrative Officer**

Name (typed):

Title (typed):

Signature of Chief Administrative Officer:

Date:

As a partner in \_\_\_\_\_ Application for Utah's 21<sup>st</sup> Century Community Learning Center funding, I have read and do accept the above described conditions for funding. (Must be signed by all collaborating partners.)

Name:

Date:

Organization:

Signature:

Name:

Date:

Organization:

Signature:

Name:

Date:

Organization:

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## **Part I: APPLICATION SUPPORT – DEBARMENT**

### **1. Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion**

As required by Executive Order 12549, Debarment and Suspension, and implemented at 34 CFR Part 85, for prospective participants in primary covered transactions, as defined at 34 CFR Part 85, Sections 85.105 and 85.110.

### **INSTRUCTION FOR CERTIFICATION**

The applicant certifies that it and its principals:

1. Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency.
2. Have not, within a three-year period preceding this application, been convicted or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State, or local) transaction or contract under a public transaction; violation of Federal or state antitrust statutes; or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property.
3. Are not presently indicted for or otherwise criminally or civilly charged by a government entity (Federal, State, or local) with commission of any of the offenses enumerated in paragraph B of this certification.
4. Have not, within a three-year period preceding this application, had one or more public transactions (Federal, State or local) terminated for cause or default.

The applicant certifies that, to the best of his/her knowledge and belief, the data in this application are true and accurate, and that he/she will comply with the assurances noted above if this application is approved.

### **Assurance by Chief Administrative Officer**

Name (typed):

Title (typed):

Signature of Chief Administrative Officer:

Date:



**Part II: PROGRAM SUMMARY AND ABSTRACT (10 points)**

**Instructions:** Fill out each portion completely.

**ABSOLUTE PRIORITY:**

**21<sup>st</sup> Century Community Learning Centers will target students from schools eligible for school-wide programs under Title I (schools with at least 40 percent poverty). See the list of Title I schools on the website to determine eligible under this priority.**

**1. Schools to be served by the Community Learning Center (CLC)**

Name of each school that will become a CLC	% Free or Reduced Lunch	% Limited English Proficient	# of students to be served by the CLC	# of adults/ family members to be served by the CLC
For the Entire Grant	Average %:	Average %:	Total:	Total:

**Note: if more space is needed to list schools and statistics, please include this chart on a separate piece of paper.**

• **Student Populations to Be Served (check all that apply):**

☐ Elementary School

☐ Middle School

☐ High School

☐ Preschool

☐ Adults

- **Types of Partners** (check all that apply):

- ☐ National Organizations (e.g., Boys & Girls Clubs, YMCA/YWCA, Big Brothers/Big Sisters, Boy Scouts, Girl Scouts, etc.)
- ☐ Community-Based Organizations (local nonprofits or foundations)
- ☐ County or Municipal Agencies (e.g., police, Parks & Recreation, Social Services, Department of Workforce Services, etc.)
- ☐ Colleges or Universities
- ☐ Hospitals/Clinics/Health Providers
- ☐ Faith-Based Organizations
- ☐ School Districts
- ☐ Libraries or Museums
- ☐ Adult Education Providers
- ☐ Businesses
- ☐ Other – please list

- **List the name of EACH partner with the 21<sup>st</sup> Century Community Learning Center:**

- **Services** (check all that apply):

- ☐ Reading or Literacy
- ☐ Sports or Recreation
- ☐ Health, Nutrition
- ☐ Mathematics
- ☐ Technology, Video, Media
- ☐ Youth Development
- ☐ Science
- ☐ Community Service
- ☐ Services for Adults/Families
- ☐ Art, Music, Dance, Theater
- ☐ Cultural Activities, Social Studies
- ☐ Other – please list

**2. Operating Hours** (fill in all that apply):

	After School	Weekend	Summer	Before School
Operating Hours				
Number of days of operation per week				
Service days outside regular session				

**3. Abstract: Very briefly describe the program's goals and objectives, services and activities, and planned staff.**

### **Part III: COMPETITIVE PRIORITY (up to 20 points)**

Points will be awarded for meeting competitive priorities. Please explain, **either in the program abstract or under each item listed below**, how your project meets the priorities.

#### **Competitive Priorities:**

1. The program serves students attending schools identified for Program Improvement under Title I section 1116 **AND** the proposal is submitted jointly by at least one Local Education Agency and at least one public or private community organization.(6 points)
  - a) Program will serve a school in Title I Program Improvement (2 points)
  - b) Program plan is submitted jointly by an LEA and at least one eligible community organization (3 points)
2. The program plan was developed in collaboration with interagency or community councils, adult and community education, community-based organizations, and parents and students who may be receiving services in the out-of-school program. (4 points)
3. The program serves middle or junior high school students from schools eligible under the absolute priority. (3 points)
4. The program plan includes a supervisory role for at least one licensed teacher with appropriate endorsement in secondary, elementary or early childhood according to the grade levels of the students to be served. (4 points)
5. The program operates five (5) days a week at least three (3) hours a day and an alternate site is identified in case the center site becomes temporarily unavailable. (3 points)

## **NOTE FOR COMPETITIVE PRIORITIES #1 and #2:**

In determining whether an application has been “submitted jointly,” grant reviewers will look for evidence in the application that the LEA and at least one other organization collaborated in the planning and design of the program, each have substantial roles to play in the delivery of services, share grant resources to carry out those roles, and have significant ongoing involvement in the management and oversight of the program. Reviewers will consider what organization(s) wrote the application, what organization will be the fiscal agent, whether there is a history of these organizations working together, and whether there is evidence in the application of integration of the after-school program activities with the regular school day program.

Memorandums of endorsement are not by themselves sufficient evidence that organizations or school districts have been involved in the design of a program or that there is substantial ongoing collaboration in the development of the program. Grant reviewers will look for documentation such as notes and attendance records from parent meetings or minutes from meetings with community agencies.

**Part IV: PROGRAM NARRATIVE** (Not to exceed 20 pages)

**1. NEED FOR THE PROJECT (30 points)**

- A. There is a clear description of student, family, and community needs, supported with data from a needs assessment process. There is also an inventory of existing resources and services related to the needs described. (10 points)**
- B. There is an explanation of the process for gathering needs assessment data for the purposes of designing a 21<sup>st</sup> CCLC program, and this process was comprehensive and reliable. (10 points)**
- C. There is evidence that the results of the needs assessment were used to design a plan to provide services that address the needs identified in the assessment and address the needs of students at risk of educational failure. (10 points)**

*Suggestions/Guidance for applicants: We suggest that you provide a description of your community and the extent to which the proposed project is appropriate to, and will successfully address, the needs of the target population. In doing this:*

- a. You must use your needs assessment to cite the factors that place students and families at risk of educational failure, e.g., the poverty rates in the communities to be served, the percentage or rapid growth of limited English proficient students and adults, the percentage of Title I students, the dropout rates, and the literacy rates and educational levels in the community. Use specific and relevant data regarding the students and community members to be served by the project and the needs of the community*
- b. You must include a description of the process used in gathering the data for the assessment. For example, if parent interviews were part of the assessment, how many parents were surveyed and how were they selected? Please attach copies of your survey instruments or questionnaire protocols, as well as minutes from key meetings with parents or community agencies.*
- c. You must describe how the proposed project will remedy the risk factors for each target population. Applicants are advised that a community services inventory may be helpful in determining the gaps in the services and resources currently available to the community. The services to be provided by the proposed program should be closely tied to the identified needs.*

## **2. PROJECT DESIGN (50 points)**

- A. The goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable and related to ESEA goals, and the planned academic enrichment is tied to the Utah State Core Curriculum. If a re-application, there is an attachment detailing evidence of past success. (12 points)**
- B. The design of the proposed project is appropriate to, and will successfully address, the needs of both students and their families in the target population or other community needs identified in the needs assessment. (10 points)**
- C. There is a description of how the proposed project will establish linkages between the schools and other appropriate agencies and organizations providing services to the target population.(10 points)**
- D. The timeline proposed is practical, realistic, and adequate to ensure that the requirements of the grant and the needs of the community are met. (4 points)**
- E. There is a description of how the students participating in the program will travel safely to and from the center and the home. (4 points)**
- F. Letters of commitment are included from the principal of each school the program will serve, as are letters of commitment from each partnering organization that clearly delineate their planned contribution. (10 points)**

*Suggestions/Guidance for applicants: We suggest that you clearly describe the activities to be provided by the project and elaborate on how the goals and objectives were linked to the identified needs. Further, we suggest that you clearly delineate the roles to be played by each of the partners, describing who will do what, when, and where, to what ends, and with what anticipated results. It is also suggested that you carefully tailor your activities to address the specific needs of program participants and to achieve the desired outcomes. For example, explain how your project will provide services and activities during extended hours that are not currently available during the regular school day, how project staff will vary their approaches to help meet a child's individual needs and that of his/her family, and how staff will collaborate with regular school day teachers to assess a student's needs.*

*Successful applicants are clear in addressing how specific activities in the project design will lend themselves to assisting students in their area(s) of need. For instance, merely asserting in an application that the project will assist students in meeting or exceeding local and state standards in core academic areas does not provide the reviewers of the application with a full understanding of how this will occur. It is our experience that successful applicants address the needs of potential dropouts, students and their families otherwise at-risk of academic failure, including those living in poverty, and those with limited English proficiency.*

*Provide a timeline that is reasonable and provides clear detail to the grant reader as to when services will be made available and will assist the reader in clearly visualizing the design of the project.*

*Please attach letters of commitment that clearly indicate the role and capacity of each partnering organization discussed in the application. Applicants are advised that the quality of these letters, with a clear demonstration of buy-in from senior administrators of the partnering organization, is more important than the quantity. It is required that there is a*

*letter from the principal of each school being served that states that the school will support the 21<sup>st</sup> Century program, cooperate with data collection, and that teachers will work with 21<sup>st</sup> Century staff in coordinating instruction.*

***If this is a re-application for an existing, redesigned, or expanded 21<sup>st</sup> Century Program, attach an appendix with a brief summary of any evaluation studies, reports, or research that may document the effectiveness or successes of the past program. If this is an application for a redesigned program, include a bulleted list of program components that have been changed, with brief explanations of those changes.***

### **3. MANAGEMENT PLAN (30 points)**

- A. The management plan is appropriate to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.  
An organizational chart is included. (10 points)**
- B. A plan is outlined to ensure that a diversity of perspectives are brought to bear in the operation of the proposed project, including those of parents, teachers, and the business community, a variety of disciplinary and professional fields, recipients or beneficiaries of services, or others, as appropriate. (4 points)**
- C. There is a description of the the steps the management proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. ( See the discussion on GEPA Section 427 in the Program Overview) (4 points)**
- D. There is a plan to address issues of recruitment and retention of highly qualified staff including appropriately qualified volunteers if the program will be using volunteers. (4 points)**
- E. There is a management plan for active recruitment of students and their families and for distribution of information to the community regarding the program. (4 points)**
- F. A description is included of the quality staff development planned and scheduled throughout the first year, as indicated by a timeline, and outlined for successive years of the program. (4 points)**

*Suggestions/Guidance for applicants: Charts, timetables, and position descriptions for key staff are particularly helpful in describing the structure of your project and the procedures for managing it successfully. This might be accomplished with an organizational chart. We recommend that you clearly spell out objectives, actors, events, beneficiaries, and anticipated results. It is our experience that successful projects budget for and employ a full-time project director, delineate the roles and responsibilities of all key staff, plan and provide resources for ongoing staff development and training, and seek guidance and advice from a variety of members of the community. It is our experience that the most successful applicants have involved their community partners in planning and writing the grant application, as well as in helping to implement the grant once awarded.*

*If a sliding fee schedule is to be used, please give details and how it may tie to after school subsidy available through Division of Workforce Services (DWS)*



4. **EVALUATION PLAN (20 points)**

**The project evaluation plan includes the use of objective performance measures that are clearly related to the No Child Left Behind Goals and Indicators and other measures that are tied to the individual goals and objectives stated in the program design section of this application. The evaluation will be regular and ongoing and will collect quantitative and qualitative data on student progress and program implementation. There is a description of how the results will be used to refine, improve, and strengthen the program, and a description of the plan to share evaluation results with stakeholders. There is also a commitment to collect the necessary data to complete the *Profile and Performance Information Collection System (PPICS)* yearly and to participate in the Utah Afterschool Program Quality assessment process.**

*Suggestions/Guidance for applicants: We suggest that you submit an evaluation plan that will shape the development of the project from the beginning of the grant period. You will be receiving evaluation reports from PPICS and the UAPQ, in addition to the project specific data you gather on progress toward meeting the performance indicators for No Child Left Behind Goals 1, 2 and 5 and individual project goals. Your plan should include measurable goals and objectives, clear benchmarks to monitor progress toward objectives, and outcome measures to assess results. It should describe the evaluation design, indicating: (1) what types of data will be collected and when collection will occur;(2) how often the data will be analyzed;(3) how information will be used by the project to monitor student and family progress; (4) how progress information will be provided to stakeholders; and (4) how information will be used to plan future program modifications and improvements.*

5. **ADEQUACY OF RESOURCES ( 25 Points)**

- A. There is adequate support, including facilities, equipment, supplies, and other resources (including personnel or volunteers), from the applicant organization and all partner organizations. (5 points)**
- B. The stated costs are reasonable in relation to the number of persons, including families, to be served and to the anticipated results and benefits. (5 points)**
- C. The costs of high quality professional development have been researched and provided for by budget or through collaboration. (5 points)**
- D. Detail is provided for the fourth and fifth year budget estimates to show how the program will continue with the same level of service as funds are reduced in the fourth and fifth year, and there is a discussion of sustainability for the project after the grant has ended. (5 points)**
- E. There is a listing of Federal, State and local programs that will combine or coordinate with the proposed program to make the most effective use of public resources. (5 points)**

*Suggestions/Guidance for applicants: We suggest you show that appropriate resources and personnel have been carefully allocated for the tasks and activities described in your*

*application. Successful applicants will demonstrate that their budget will adequately cover program expenses, including transportation. It is important to demonstrate how you will leverage existing school resources, such as computer labs, libraries, and classrooms and other public and private resources to carry out your activities. You should describe the resources that partners are contributing, such as the use of community recreational areas, staff, supplies, etc. You are advised that cost should be allocated, and will be judged, against the scope of the project and its anticipated benefits. In the past competition, successful applicants provided evidence that their plans had the support of applicant, service providers, and participants.*

*We also suggest that you address the issue of planning for sustainability after the grant period and elaborate upon how your school district and partnering organizations will assist in sustaining the project.*

## **2. BUDGET PAGES (15 points)**

**Please complete the Budget Summary and Budget Information sheets that are included in this application and itemize how you will use grant and non-grant funds. Total cost listed under Federal Grant Share should be equal to the requested amount on the cover page of the Application.**

**Also complete the Projected Funding sheets for all 5 years of the grant, indicating other funding sources you expect to use.**

**Points will be awarded in this area according to how the budget and the narrative align with the program design and the evidence of a plan for sustainability.**

*Suggestions/Guidance for applicants: **Budgets must include funds for state and local in-service trainings, workshops, and meetings, as well as for at least two project staff members to attend a USDE-sponsored three-day annual meeting of the 21<sup>st</sup> Century Community Learning Centers Program in each year of the project.** You may also include funds to cover travel and lodging expenses for staff members to attend other national, regional, or state training activities during each year of the project. These activities should be closely aligned with the in-service training outlines in the program design.*

**Be certain to include in your budget an entry of \$300 per site in Section 500 to cover the costs of the Summer 2009 training on the use of the Utah Afterschool Program Quality tool**

*Remember that grant funds cannot be used to purchase facilities or support new construction.*

***Matching funds are required in all 5 years for all existing 21<sup>st</sup> Century Programs that are re-applying for a second round of funding for the same project. New projects are expected to project a 25% match in year 4 and a 50% match in year 5.***

**Part V            BUDGET SUMMARY**

<b>Budget Category</b>	<b>Federal Grant Share</b>	<b>Non-Federal Share (Matching)</b>	<b>Line Total</b>
100 Salaries			
200 Employee Benefits			
300 Purchased Professional and Technical Services			
400 Purchased Property Services			
500 Other Purchased Services (exclude travel and construction services, include evaluation costs)			
580 Travel			
600 Supplies and Materials			
800 Other (exclude indirect costs, audit costs, and property)			
<b>Total Direct Costs</b>			
870 Indirect Costs* (Restricted) Enter YOUR agency's current fiscal year indirect rate _____			
700 Property (include equipment and computer hardware)			
<b>Total Costs</b>			

\* PLEASE NOTE:            Indirect costs are figured on the total direct costs only – not the total grant amount.

**Part V: BUDGET INFORMATION – BUDGET INFORMATION FOR YEAR 1**

**Instructions:** Please provide brief explanations for all budget items for Budget Summary Page. If additional space is needed for budget explanations, please attach a page. A new budget sheet should be submitted for approval at the beginning of each year of the grant.

**BUDGET EXPLANATIONS**

<b>Budget Category</b>	<b>Explanation</b>
100 Salaries	
200 Employee Benefits	
300 Purchased Professional and Technical Services	
400 Purchased Property Services	
500 Other Purchased Services (exclude travel and construction services, include evaluation costs)	
580 Travel	
600 Supplies and Materials	
800 Other (exclude indirect costs, audit costs, and property)	
<b>Total Direct Costs</b>	
870 Indirect Costs* (Restricted) Enter YOUR agency's current fiscal year indirect rate _____	
700 Property (include equipment and computer hardware)	
<b>Total Costs</b>	

\* PLEASE NOTE: Indirect costs are figured on the total direct costs only – not the total grant amount.

**Part V: BUDGET INFORMATION – PROJECTED FUNDING FOR YEAR 1**

**Instructions:** Specify the amount of Federal funding requested. This figure must match the figure indicated on the bottom of page 1, item 8 of this application.

Identify any and all other funding sources and amounts to be expected in completing this proposed project. Specifically identify the non-Federal funds to be used as a match for this project. Remember that match is only mandatory in years 4 (25%) and 5 (50%) for new programs. Programs applying for a second round of funding must show a match for all 5 years of grant funding.

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**1. Requested Federal funding:**

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**2. Other funding intended to be used in the project (Note: In-kind program support can be used, and requires a brief statement in the right-hand margin as to how the dollar value was calculated):**

Source of Funding	Type of Funding (Cash or In-Kind)	Amount of Funding	In-Kind Calculations
Total Amount of Match:			

Total Amount of Funding for Year 1 (Federal and Matching):

**Part V: BUDGET INFORMATION – PROJECTED FUNDING FOR YEAR 2**

**Instructions:** Specify the amount of Federal funding requested. This figure must match the figure indicated on the bottom of page 1, item 8 of this application.

Identify any and all other funding sources and amounts to be expected in completing this proposed project. Specifically identify the non-Federal funds to be used as a match for this project. . Remember that match is only mandatory in years 4 (25%) and 5 (50%) for new programs. Programs applying for a second round of funding must show a match for all 5 years of grant funding.

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**1. Requested Federal funding:**

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**2. Other funding intended to be used in the project (Note: In-kind program support can be used and requires a brief statement in the right-hand margin as to how the dollar value was calculated):**

Source of Funding	Type of Funding (Cash or In-Kind)	Amount of Funding	In-Kind Calculations
Total Amount of Match:			

Total Amount of Funding for Year 2 (Federal and Matching):

**Part V: BUDGET INFORMATION – PROJECTED FUNDING FOR YEAR 3**

**Instructions:** Specify the amount of Federal funding requested. This figure must match the figure indicated on the bottom of page 1, item 8 of this application.

Identify any and all other funding sources and amounts to be expected in completing this proposed project. Specifically identify the non-Federal funds to be used as a match for this project. Remember that match is only mandatory in years 4 (25%) and 5 (50%) for new programs. Programs applying for a second round of funding must show a match for all 5 years of grant funding.

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**1. Requested Federal funding:**

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**2. Other funding intended to be used in the project (Note: In-kind program support can be used and requires a brief statement in the right-hand margin as to how the dollar value was calculated):**

Source of Funding	Type of Funding (Cash or In-Kind)	Amount of Funding	In-Kind Calculations
Total Amount of Match:			

Total Amount of Funding for Year 3 (Federal and Matching):

**Part V: BUDGET INFORMATION – PROJECTED FUNDING FOR YEAR 4**

**Instructions:** Specify the amount of Federal funding requested. This figure equal 75% of the amount indicated on the bottom of page 1, item 8 of this application. ( Exception: a project applying for a second round of grant funding at 50% of the original awarded grant is not expected to plan for a reduction of funding in years 4 and 5.)

Identify any and all other funding sources and amounts to be expected in completing this proposed project. Specifically identify the non-Federal funds to be used as a match for this project. . Remember that match is only mandatory in years 4 (25%) and 5 (50%) for new programs. Programs applying for a second round of funding must show a match for all 5 years of grant funding.

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**1. Requested Federal funding:**

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**2. Other funding intended to be used in the project (Note: In-kind program support can be used and requires a brief statement in the right-hand margin as to how the dollar value was calculated):**

Source of Funding	Type of Funding (Cash or In-Kind)	Amount of Funding	In-Kind Calculations
Total Amount of Match:			

Total Amount of Funding for Year 4 (Federal and Matching):



**Part V: BUDGET INFORMATION – PROJECTED FUNDING FOR YEAR 5**

**Instructions:** Specify the amount of Federal funding requested. This figure must equal 50% of the amount indicated on the bottom of page 1, item 8 of this application. ( Exception: a project applying for a second round of grant funding at 50% of the original awarded grant is not expected to plan for a reduction of funding in years 4 and 5.)

Identify any and all other funding sources and amounts to be expected in completing this proposed project. Specifically identify the non-Federal funds to be used as a match for this project. . Remember that match is only mandatory in years 4 (25%) and 5 (50%) for new programs. Programs applying for a second round of funding must show a match for all 5 years of grant funding.

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**1. Requested Federal funding:**

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**2. Other funding intended to be used in the project (Note: In-kind program support can be used and requires a brief statement in the right-hand margin as to how the dollar value was calculated):**

Source of Funding	Type of Funding (Cash or In-Kind)	Amount of Funding	In-Kind Calculations
Total Amount of Match:			

Total Amount of Funding for Year 5 (Federal and Matching):

## **Part VI: COLLABORATIVE PARTNERSHIP AGREEMENTS**

**Instructions:** All Letters of Commitment should be written on the partner's letterhead and signed by both parties. Each letter should clearly list what each partner is contributing to the program, both in-kind and cash contributions, as well as any hands-on activities to be provided and how health and safety issues will be addressed if students are participating in activities based at these sites. These contributions should also be listed as part of the budget.

This section must also include a letter from the principal of every school to be served with the required commitment to support the program, provide any necessary data, and ensure the cooperation of teachers in the school with 21<sup>st</sup> Century staff in coordination of instruction.